



Grove School

Accessibility Plan September 2017

Mission statement:

“Enjoy, learn, achieve”

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Introduction

This plan is drawn up in accordance with the planning duty in The Equality Act 2010 and the Special Educational Needs Act 2014. It draws on the guidance set out in <https://www.gov.uk/rights-disabled-person/education-rights>.

Guidance states:

It's against the law for a school or other education provider to treat disabled students unfavorably. This includes:

- 'direct discrimination', eg refusing admission to a student because of disability
- 'indirect discrimination', eg only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability', eg a disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment', eg a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, eg suspending a disabled student because they've complained about harassment

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features, eg creating a ramp so that students can enter a classroom
- providing extra support and aids e.g specialist teachers or equipment

Definition of Disability

Disability is defined by the The Equality Act 2010 and is included in the Special Educational Needs Code of Practice, 2014.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young

people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the act.

Key Objective of the accessibility plan

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Grove community for pupils, and prospective pupils, with a disability.

Grove is housed in a grade 2 listed building dating back to 1903 and an annex built in the 1970's. The main school building has two levels with steps leading to a meeting room in the reception office, staffroom, year 4 classrooms and the dining rooms. Major building works by Birmingham City Council would be required before the building could successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

Andy Field , Safety Adviser, Education Safety Services attended Grove in January 2016 to assess the accessibility into the school and reported:

The school has adequate alternative access for a wheelchair user if they were required to attend meetings or events at school. The building is a grade 2 listed building and therefore no major building works would be able to be carried out without permission from Birmingham City Council. School can only plan suitable accessibility in any new future projects.

Principles

Compliance with the Equality Act is consistent with Grove's aims and equal opportunities policy, and the operation of Grove's Special Educational Needs policy. Grove recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equality Act 2010.

Grove School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Grove School provides all pupils with a broad and balanced curriculum, differentiated and

adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

Grove School will continue to seek and follow the advice of local authority services, such as specialist teacher advisers and special educational needs advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Grove School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Emergency lighting is installed in both upper and lower school and a ramp is installed to allow access to an external classroom on the upper school site.

Provision of information

Grove School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Grove school will follow the advice of and recommendations made by agency professionals who work with children who have additional needs e.g adapting resources for such pupils

This policy will be reviewed annually in the summer term.

